



A STUDY OF STUDENT TEACHERS' AWARENESS FOR VALUE INCLINATION

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ABSTRACT

We human beings are educated but education without value is fertile. The value based education is now receiving increased attention of all. In this process, the teacher plays a key role. He works as a role model for transforming desirable values to pupils. He is also expected to master in the contents and techniques of promoting the assimilation of desirable values in the students. The main objective of the study is to study the awareness of student teachers for value inculcation. 238 student teachers were selected as the sample of the study. Three B.Ed. colleges of Visnagar city are selected for the study. Normative survey method was used. Questionnaire was used for data collection. Simple statistics was used for analysis of data. The main findings of the study are: student teachers are in favour of value education. They don't have more exposure about value education. Student teachers' perception regarding the mechanisms of imparting value education in school is not clear. Student teachers are of the mix opinion regarding degradation of value education is due to lack of specific syllabus, value oriented books, learning material, proper incentives and no contact between home and school.

KEY WORDS: value education, student teachers', value inculcation.

1. INTRODUCTION:

"Wealth is lost nothing is lost, Health is lost, something is lost, but character is lost everything is lost."

In India, traditional society representing continuing ancient civilization is undergoing transformation into a modern nation with education. The education basically, contributes to social and national progress by providing trained manpower and by promoting desirable attitudes and values among pupils conducive to and in support of social aspirations and national development. The cultivation of desirable behavior, attitudes and values among children goes a long way. A number of prominent personalities and several Commissions and Committees in the field of education have expressed on the importance of imparting value education in schools and preparing teachers for the purpose. The important who have advocated value education include Mahatma Gandhi, Mother Teresa, Ravindra Nath Tagore, Sarvapalli Radha Krishan, Sri Aurobindo, Swami Vivekanand, Vinoba Bhave etc. Teachers are expected to understand critical issues regarding values, concepts, types and problems – involved in imbibing values. It is also expected of them to be well versed with the values enshrined in our Constitution and the values that have the cultural context.

Moreover, what is important here is to help the students not only to understand their fundamental duties towards the school, the home, the society and the nation but also to translate them into action in their behavior and conduct as an integral part of their character in order to inculcate in them the highest values of living a transparent way of life. The school atmosphere, the personality behavior of the teachers, the facilities provided in the school will have a large say in developing a sense of values. Whatever be the method of teacher, it should not lead to moral instruction.

It is observed that the teachers are resources for value inculcation and they must contain qualities which include the following:

- They must have a clear vision of their role in value orientations;
- They must be able to identify the potential of different subjects and situations in schools for fostering universal human values and be sensitized about their own influence as role model;

It may be relevant to mention here that no specific periods need to be allocated for value education in schools but the value education is to be imparted through indirect incidental mechanisms. The value education is considered to be the responsibility of all the subject teachers and encompasses all the school activities. In this context, it is extremely important that the teachers be sensitized, trained and empowered in terms of contents and techniques towards inculcation of values

among children. In order to assess the adequacy of prevailing mechanisms for value orientation of student teachers, the present study has been carried out.

2. STATEMENT OF THE PROBLEM:

"A study of student teachers' awareness for value inculcation"

3. OBJECTIVES OF THE STUDY:

The main objectives were:

1. To access the views of student teachers about desirability of value education.
2. To assess perception of student teachers regarding value education.
3. To know the views of student teachers on the mechanisms of inculcation of values among pupils.
4. To assess student teachers' views about the reasons for inadequate value inculcation in school.

4. SIGNIFICANCE OF THE STUDY:

Values are nurtured among the children in the school through teachers. Therefore, there is a need to see how far the teachers are aware of values and also what is their opinion towards values. This study is undertaken by the researcher to know the levels of awareness of the student teachers and their opinions about the values as student teachers are the future of the nation.

Values are intended to govern human activities, human conduct and human relations. When human societies were small, the source of the value was the same group. But in modern society different people came together, they came with different custom, tradition and values and this situation compels to go for source of values. To attend this needs teachers are the best source of values. But, unless teachers are aware of the values, they cannot inculcate value awareness among the students. So there is a need to study the student teachers' awareness and preparedness regarding value inculcation. This is the reason why present study assumes significance.

5. SAMPLE AND POPULATION:

All male and female student teachers studying in two year B.Ed. in North Gujarat University in the year 2016 in Visnagar city of Mehsana district in Gujarat state constituted the population of the study. There are total three B.Ed. colleges in Visnagar out of them one is grant-in-aid and two are of self-financed. Total 255 teachers were given a questionnaire out of which responses of 238 teachers were received. The response rate was 93.33 percentage.

Table 1: Sample Profile of the Study

No. of colleges	No. of student teachers Approached			No. of Responses Returned			%
	Grant-in-aid	Self-financed	Total	Grant-in-aid	Self-financed	Total	
3	89	166	255	84	154	238	93.33

6. DESIGN:

The normative survey method was considered for identifying student teachers' preparedness for value inculcation.

7. TOOL:

Questionnaire was developed by the researcher himself.

8. SCORING, TABULATION AND STATISTICS:

Simple statistics was used. In questions no. 1 and 2, the responses were counted in yes and no form and their percentage were calculated. In questions 3, 4, 5 and 6 frequently occurred values were counted. In questions 7, 8 and 9 the responses were taken on five point scale and their percentage were counted.

9. FINDINGS:

On the basis of the analysis and interpretation of data the following findings were drawn:

1. All student teachers are in favour of value education in schools.
2. The significant number of student teachers don't have clear concept about value education, they have certain amount of ambiguity regarding value education.
3. They don't have comprehensive exposure about values.
4. Student teachers' perception regarding the mechanisms of imparting value education in school is not clear. Significant numbers of student teachers are uncertain and disagree in 'Incidental Approach' and 'Critical Inquiry Approach' as mechanisms of imparting value education.
5. Student teachers are of the opinion that the teaching-learning material in value education should contain life of great people, information about various cultures. Majority of student teachers opine that while discussing value education negative aspects of great persons and downfalls of various cultures should not be included.
6. Student teachers are of the mix opinion regarding degradation of value education is due to lack of specific syllabus, value oriented books, learning material, proper incentives and no contact between home and school, teachers' awareness and teachers' misconception regarding values, teachers not being role model, incompatibility in preaching and practice of values in schools. Majority of student teachers are agreed in reasons for inadequate value inculcation in schools.
7. Majority of student teachers opined that values such as morality, truthfulness, regularity, honesty, non-violence which teacher preach but does not practice. Moreover, they are of the opinion that truthfulness, morality, love, regularity, kindness, cleanliness etc. such values should be associated with the job of teacher.
8. Values like truth, honesty, morality, regularity, duty they want to follow throughout the life. It shows teachers wishes to follow these values but they do not put into practice.

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